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ТҮЙІН

Мақалада Каспий теңізінің жағалаудағы бес мемлекетінің: Қазақстан, Ресей, Түрікменстан, Әзірбайжан және Иран Ислам Республикасының күш-жігерін шоғырландыруға бағытталған халықаралық бастамалар талданады. Каспийдің құқықтық мәртебесінің өзгеруіне байланысты геосаяси аспектілерге баса назар аударылды. Аймақтың экожүйесінің деградациясына әкелетін соңғы онжылдықтарда байқалған жағымсыз тенденцияларға ерекше назар аударылады. Бірегей су қоймасының болашағы бес жағалаудағы үкіметтердің ынтымақтастығы мен шешуші әрекеттеріне байланысты екендігі атап өтілді. Каспий маңы елдері саммиттерінің жұмысына ерекше назар аударылды, нәтижесінде Каспий теңізіндегі қолайлы экологиялық жағдайды сақтауға бағытталған маңызды құжаттарға қол қойылды.

ANNOTATION

The article analyzes international initiatives aimed at consolidating the efforts of five coastal states of the Caspian Sea: Kazakhstan, Russia, Turkmenistan, Azerbaijan and the Islamic Republic of Iran. The emphasis is placed on the geopolitical aspects caused by the changes in the legal status of the Caspian Sea. Special attention is paid to the negative trends observed in recent decades, which lead to the degradation of the ecosystem of the region. It is emphasized that the future of the unique reservoir depends on the cooperation and decisive actions of the governments of the five coastal countries. Special attention is paid to the work of the summits of the Caspian countries, which resulted in the signing of important documents aimed at maintaining a favorable environmental situation in the Caspian Sea.

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MODERN METHODS AND TECHNOLOGIES FOR TEACHING A FOREIGN LANGUAGE TO STUDENTS OF THE SPECIALTY “PHYSICAL EDUCATION AND SPORTS”

Annotation

The stabilization of the socio-economic situation in the country, the development of international relations of Kazakhstan with countries near and far abroad require the educational system to develop a specialist who has the skills of professional communication with representatives of other cultures. Knowledge of a foreign language is currently not only prestigious, but also necessary for a

specialist of any profile. The intensive development of international sports contacts, the increasing competition of foreign rivals at international competitions determines the mastery by students of sports departments of communicative foreign language competence to communicate with foreign colleagues at international competitions, championships, and Olympics. Expansion of scientific connections, trips of specialists abroad to study the experience of foreign colleagues, to participate in international scientific symposiums and conferences also increases the demand for knowledge of a foreign language. In this regard, there are increased requirements for the level of language training of sports specialists.

This article touches upon the importance and necessity of learning a foreign language, in particular English, by students of the specialty "Physical Education and Sports". Examples of the use of sports-oriented vocabulary when studying grammar and oral topics are also given in the article.

Key words: *physical training, educational process, teaching foreign languages, physical education, methods and techniques of teaching, international competitions*

Introduction. The process of teaching students of non-linguistic faculties to communicate in a foreign language is still the least effective. Despite the presence of quite a large number of theoretical and practical methods of teaching a foreign language, the level of proficiency is quite low, and among students of sports departments it is extremely insufficient. And the reason here is that the problems of teaching a foreign language in physical education departments have not actually been studied.

Sport has always occupied an important place in the life of countries and peoples. World-wide sporting competitions are not complete without translators from English, French, Italian, German, Spanish and other languages. Each sport has its own terms and definitions. These words have become so firmly established in the everyday life of athletes and coaches that they no longer use other terms.

The reasons for the low effectiveness of training are the lack of demand for a foreign language in the practical activities of physical education specialists; lack of modern teaching aids; insufficient development of a number of important issues of teaching and organizing the educational process in a foreign language, taking into account the specifics of universities and sports departments, the lack of educational materials and aids adequate to the goals and conditions of training.

The relevance of the research. The practice of teaching English at the faculty of physical education indicates that student-athletes experience great difficulties in implementing oral communication in English both in professional and social spheres. It has been established that the traditional methods of teaching a foreign language are not effective enough to provide students with the necessary communication skills in the conditions of international professional activity. Textbooks and teaching aids used in physical education departments, as a rule, are not adequate to the stated learning goals and do not contain a sufficient number of creative exercises.

In this regard, it seems essential to determine the general strategy for teaching a foreign language at the faculty of physical education, to determine the parameters of foreign language proficiency by specialists in the field of sports.

Thus, the relevance of this study is due to:

- the growing role of a foreign language in the international professional activities;
- increasing the requirements for the level of language training of future athletes;
- insufficient development of a number of important theoretical and practical issues of teaching a foreign language and organizing the educational process in a foreign language, taking into account the specifics of sports departments;
- lack of textbooks and teaching aids based on professional topics and adequate to learning goals.

The object of the study is the process of mastering foreign language communicative competence by students of the specialty "Physical Education and Sports" in the conditions of a basic foreign language course at a non-linguistic university.

The subject of the research is the methodology and technology of teaching English to students studying in the specialty "Physical Education and Sports".

The purpose of the study is to develop scientifically based special methods and technologies in English for student-athletes and to determine the basic parameters of foreign language communicative competence of future specialists in the field of sports, necessary and sufficient for full communication

in English in their international sports activities (participation in international competitions, tournaments, championships, etc.) [1].

To achieve this goal, it was necessary to solve a number of specific research problems:

- to study the degree of readiness of students of the specialty "Physical Education and Sports" for person-oriented communication in English;
- to identify reserves for increasing students' motivation to learn a foreign language;
- to study the structure of sports terminology;
- to develop innovative forms of organizing English language teaching in relation to the specifics of the specialty "Physical Education and Sports";
- to justify the competency-based approach to teaching communication to students as the most relevant.

It is important to identify and determine the most optimal conditions for studying English at the faculty of physical education and sports in order to ensure high professional foreign language competence in the field of the chosen specialty.

As observations show, the speech of athletes is grammatically formatted quite simply: there are no grammatically complex structures. To carry out his international sports activities, an athlete must master a certain set of phrases of a general and professional nature, be able to understand speech addressed to him at the everyday level, commands and orders of a coach, referee, addresses of teammates, etc. and be able to adequately respond to them. We consider intonation questions, monosyllabic answers to general and specific questions, abbreviations or even the absence of a linking verb, etc. acceptable in communication among athletes [2].

We select linguistic means necessary and sufficient for mastering the ability to communicate accordance with the following factors: sphere, communication situation, communicative intention. We consider thematic relevance to be an important criterion when selecting linguistic means. Ignorance of the specific features of a sports-oriented style of speech greatly complicates the understanding of what is heard and an adequate response to speech addressed to the communicant. In this regard, it is necessary to consider the main stylistic features of athletes' speech, which may cause difficulties [3].

For oral communication, it is important to be able to listen and understand the speech of the speaker. Listening to speech serves as both a goal and a means of learning. The teacher's statements, simple commands, and short messages must be fully and accurately understood. Students are suggested to listen to and identify the necessary and interesting information from small authentic texts of a monologue and dialogic nature (an athlete's story about himself, about a sport, about the sports preferences, about the benefits of playing sports, etc.) [4].

Educational materials for student-athletes must include a professional component, i.e., a student must learn to carry out a number of professional actions in English in the most typical situations of official and informal communication.

Materials and methods. For a long period of time, the specificity of teaching a foreign language at a non-linguistic university was to master the technique of reading and translating specialized literature, as well as methods of communicating in a foreign language at the level of everyday and professional vocabulary.

Today mastery and knowledge of foreign languages gives enormous advantages and indicates the presence of such qualities as determination, communication, creativity, efficiency, diligence and intelligence [5].

Proficiency in a foreign language is an obligatory component of the professional training of highly qualified specialists in higher educational institutions of the Republic of Kazakhstan. The goal of teaching a foreign language at the university is to acquire communicative competence sufficient for the practical use of a foreign language both in professional activities and for the purposes of self-education.

Sports vocabulary is a layer of language vocabulary that reflects human activity that requires both physical effort, representing professional and recreational human activity. In the process of learning a foreign language, student-athletes learn to carry out a number of professional actions in English in the most typical situations of official and informal communication [6].

The following can be identified as the fundamental factors of professionally oriented foreign language teaching for student-athletes:

- 1) priority of sports-oriented topics with a dynamic mobile context;

2) creating motivation to master the English language, stimulating awareness of the need to learn a foreign language for professional career growth;

3) mastering a professional vocabulary and developing professional knowledge skills in English;

4) taking into account the professional interests of athletes, in particular, consideration of such issues as the place of sports in modern society, the importance of the English language for the sports management industry, the relationship between sports and the media, the peculiarities of the work of specialists in the field of the sports industry, sports structures and organizations, doping.

5) formation of a personality ready for interethnic cultural communication.

As a result of learning a foreign language, student-athletes must learn to establish and maintain oral speech contacts in situations of both social and professional communication, read original literature in their specialty, use the rules of speech etiquette, and also master the skills of analyzing specialized issues related to physical culture and sports texts, be able to use dictionary and reference literature [7].

Teaching a foreign language to students of sports educational institutions is carried out in several stages, at each of which the sports professional orientation of practical classes is ensured. During classes, students' attention is focused on the areas of practical application of the material being studied, both in everyday life and in future professional activities. Already at the initial stage of training, it is necessary to fill social and everyday topics with sports content, gradually preparing students for the subsequent use of English in the professional sphere. Topics of general everyday use must be combined with professional topics, for example, when studying the topic "Introduce yourself," you can include a section dedicated to the main sport that students engage in, a description of the activities of this sport and the students' sporting achievements. When studying the topic "Imperative Mood" students can be asked to create a training plan using sports teams. When studying the topic "Diet culture in different countries," you can discuss the diet of athletes and representatives of other cultures [8].

The athletes' speech is grammatically quite simple: there are no grammatically complex structures. To carry out his international sports activities, an athlete must be able to understand speech addressed to him at the everyday level, commands and orders of a coach, referee, the address of teammates, etc. and be able to respond to them, that is, master a certain set of general and professional phrases character. It is considered acceptable in the communication of athletes to use intonation questions, monosyllabic answers to general and special questions, abbreviation or even the absence of a linking verb.

Particular attention should be paid to the formation of auditing competence, the skill of listening to and understanding foreign language speech. The sports colloquial speech of a native speaker is full of with special terminology, sports slang, very often not grammatically correct and differs significantly from the literary version. Sports speech is characterized by a fast pace, not very clear and thorough articulation of sounds and words, and the presence of idiomatic expressions and interjections. To develop listening skills, it is recommended to watch foreign sports video channels, analyze sports comments, speech patterns and special terms [9].

Teaching a foreign language involves students mastering both official sports terminology, which is the lexical base necessary for every professional athlete, and informal sports vocabulary. Working with professional terminology implies primary identification of vocabulary, dictionary and contextual use of professionally oriented words and phrases, study of their compatibility and further use in prepared and unprepared speech. Informal sports vocabulary is a special layer of lexical units necessary for students to study, for example, the names of sports clubs, the names of famous athletes, gaming terms, which usually have special informal names [10].

Teaching a foreign language to student-athletes is implemented within the framework of a competency-based approach, which involves the use of active and interactive forms of conducting classes that develop the ability to work in a team, understand the features of interpersonal communication, make decisions, as well as leadership qualities. The development of speech competence is ensured by tasks aimed at studying certain communicative and speech patterns of discussion in professional and everyday settings, their further consolidation with the help of tasks for prepared and unprepared monologue and dialogic communication.

In the context of increasing public attention to sports, it is very important to understand correctly and use sports terminology when reading newspapers and magazines in English, as well as when working with Internet resources. Thus, based on the analysis of articles on Internet resources in English, we can conclude that in order to convey the names of athletes, names of competitions, sports, sports terminology, in most cases, it is necessary to use transcription or find an established version in the target language .

For example, let's analyze the topic "Olympic games". The texts discussed in English classes are related to the Olympic Games, the history of their development, and problems associated with the development of the Olympic Games. This topic aims to increase students' interest in sports and the Olympic Games. Each text contains new information regarding sports, the ancient Olympic Games, symbols of the Olympic Games, the opening and closing ceremonies of the Olympics, and doping problems [11].

Students can be given written and oral exercises to attach the topic of the Olympic Games. Exercises vary in complexity and content, and include the following goals:

Students are given the following tasks to read the text more carefully, to understand the content of the material read: Each sentence has a mistake. Find and correct it.

- students are given the following types of exercises to pay the students' attention to the order of words in an English sentence and to the peculiarities of constructing sentences: Rearrange the words to make sentences;

- drawing attention to new words and phrases and translation from English into Russian and back: Match the words on the left with their translation on the right;

- students are given the following tasks so that students can repeat and practice the rules for constructing interrogative sentences in English: Make questions from the following statements;

- for a detailed understanding of the text read: Read the text once more and match each paragraph with the correct heading;

- to develop dialogical and monologue speech skills: Work with a partner, give a two minute summary of the text, use the words from the vocabulary;

- to develop the skills of dialogical speech and conversation in English, using new words and phrases from the previously read text: Work with a partner, write the outline of the text and discuss it with your partner;

- to develop the monologue and dialogic speech skills, as well as skills of working in groups, with an element of competition which makes the implementation more interesting: Work in small groups, write different terms in English connected with the sport and Olympic Games, compare your lists, which group has the longest one;

- preparation of projects on sports topics. Projects are prepared either by one student or in groups. When speaking and defending their projects, students develop monologue speech skills, and when discussing projects, they develop dialogic speech skills: Prepare a short presentation to answer the question: What are the main problems of the Modern Olympics?

Further, during the study student-athletes were given tasks that allowed them to assess the degree of students' knowledge of certain grammatical structures and lexical units.

Task 1. Translate the following expressions into Kazakh

- to fight for possession of the puck
- the opponent's attack
- to guard the opponent's stick
- offensive team tactics
- win the throw-in
- play defense/defense
- score a goal into an empty net
- attack zone
- game situation
- receive the puck from a teammate
- to line up for the face off
- to play offence

Task 2. Ask all possible questions to the following sentences using the question words

1. My team is on the ice rink now.

2. The British are a sports-loving nation.
3. Representatives of different countries can win a gold, silver or bronze medal.
4. These games are very popular among young people.
5. I've been playing hockey since my childhood.
6. We weren't satisfied with the result of the match.
7. He was the winner of Wimbledon two years ago.
8. The linesmen are responsible for all other face-offs.

Research results and discussion. Proficiency in a foreign language allows students of higher educational institutions to realize such aspects of their activities as modern familiarization with new technologies, experience in their use, discoveries and trends in the development of science, technology and sports, and establishing contacts with foreign partners.

A foreign language being a general education subject serves to develop the personality of students, their professional development, leads to broadening the horizons of students, developing thinking and speech, forms the skills necessary for successful mastery of educational material not only in the discipline "Foreign Language", but also in any other discipline.

This article touches upon the role of a foreign language in relation to students of the specialty "Physical Education and Sports" of the Zhangir Khan WKATU. Many students of our university take part in sports, lead an active lifestyle and often go to competitions. Accordingly, they need strong knowledge of a foreign language in order to maintain oral speech contacts.

After graduating from Zhangir Khan WKATU, graduates-athletes strive to get a Master's degree, where they are faced with passing an exam in a foreign language. When writing an essay they need knowledge of a professionally oriented foreign language, as well as skills in annotating and summarizing a foreign text.

Many graduates of the Faculty of Physical Education go to national teams, coaching staffs, and referee groups; some go to work at schools, youth sports societies. Employers, when hiring for the above organizations, pay special attention to proficiency in foreign languages. Knowledge of a foreign language brings career growth, internships abroad, work with foreign partners, participation in international conferences, competitions and trainings, business trips abroad [12].

Many sports organizations and societies today do their best to promote the professional development of their athletes and workers in the field of physical culture, encouraging employees' desire for additional self-education and self-improvement in the following ways: by introducing partial or full compensation for education fees for students, awarding bonuses to students, and providing language practice abroad, etc. Thus, knowledge of a foreign language gives any specialist, in particular an athlete and a worker in the field of physical education, real opportunities for career growth, increased financial status, a sense of comfort, freedom and independence in communication [13].

Consequently, the teachers of the English language department of the Zhangir Khan WKATU working with students of the Faculty of Physical Education and sport are faced with the task of conveying to the students of this faculty the idea of the importance of a foreign language in their professional activities.

The curriculum for studying English at the Faculty of Physical Education and sport of Zhangir Khan WKATU is planned for 2 years. The program provides that by the end of the course of study, a student must be able to establish and maintain oral speech contacts in situations of social, everyday and professional communication, read original literature in the specialty, use the rules of speech etiquette, and also have the skills of summarizing and annotating specialized sports-related texts, be able to use dictionary, reference and educational literature, master the forms and methods of independent work. In order to fulfill these program requirements, a student of the Faculty of Physical Education must know about 4000 educational lexical units, of which approximately 800–1000 units are of special sports vocabulary. Already at the initial stage of training, teachers of the English language department in their classes tried to use topics of a social and everyday nature with sports content, gradually preparing students for the subsequent use of the English language.

For example, when studying the topic "About Myself", students spoke about their sport activities, the duration of their participation in this sport and their achievements: «Now I'm a first year student of Zhangir Khan WKATU. I study at the faculty of physical education and sport. My favorite sport is tennis. I have been doing it for 10 years. I train 6 times a week in the stadium or in the gym. I

participated in district (city, regional, republic) competitions, European and World Tournaments (championships) and some other events. Sometimes I won the titles».

Mastering grammar on the topic “Modal verbs”, students of the Faculty of Physical Education and sports get acquainted with sports expressions like «I can swim», «You may run very well», «You need to follow healthy lifestyle», «She must throw the ball according to the game rules» [14].

When studying the topic “Meals”, first year students could discuss the diet of athletes from Kazakhstan, USA or Great Britain.

From the many modern methods and technologies of teaching a foreign language, a teacher must choose those that eliminate the monotony of lessons, maintain students’ interest in the subject, and create an atmosphere of creativity. To simulate a real communication situation, the use of role-playing games is of particular interest. Role-playing games allow students to activate not only knowledge, but also develop collective forms of communication.

Tasks like “Read by role; Dramatize a dialogue” occupied a certain place among methodological techniques and are found in all foreign language textbooks. For student-athletes at our university, we have compiled role-playing games, game dialogues and monologues on sports and sports-related topics. For example, “Meeting with fans”, “Winner’s interview”, “Press conference for fans”, “Dialogues and questions between athletes”, “Free time at the Olympics”, “Counting points in different sports”, “Competition rules” [15].

The inclusion of dialogue situations in the lesson occurred gradually. First, students are introduced to basic dialogue and practice it. Then, together with the teacher, they discussed the content of the new dialogue, work out the norms of speech etiquette and the necessary vocabulary. After this, students are asked to compose their own version of the dialogue, based on basic vocabulary and using the supports written on the board. The new dialogue may be similar to the basic one, but has a different content, a different form of questions and answers.

The next step was to use text-based role-playing. The teacher asked one of the students to play the role of a character from the text, and the other students to interview him. We used current articles about sports competitions and events. For example, “Tennis. Game by new rules”, “Routes of the group race of the 2022 World Championship”. Moreover, depending on the level of students, we offered articles in Kazakh or English. Moreover, the student reporters asked not only questions whose answers were in the text, but also any others. As in the first case, the teacher gave instructions, helping students during the role-play [16].

In the process of teaching a foreign language we also used a business role-playing game, which is based on a model of real activity. We offered students business games on sports topics: “Preparing for competitions,” “Healthy lifestyle”, “Refereeing,” “Discussion about doping” and others. Often the topics were suggested by the students themselves. The game made it possible to bring the educational process closer to real conditions [17].

The use of various gaming techniques and situations in lessons instilled in students certain norms of relationships that exist among adults (by introducing certain colloquial clichés and set expressions). The norms underlying human relationships become, through role-playing, a source of moral development for students. The problem of choosing the right teaching method is quite complex. But this does not mean that teaching should only be done using game methods. Training, as is known from the methodology, can be effective when innovative methods of higher professional education in the field of physical education and sports are used. The more diverse the methods and teaching materials, the greater the contribution to achieving the goal and the more pleasure students will have along the way of acquiring new knowledge.

A future graduate of the Faculty of Physical education and Sports should remember that the composition of sports terminology is not constant. In this regard, students should constantly familiarize themselves with the latest in foreign specialized literature or scientific online journals on physical education and sports. Teachers of the English Department try to provide students of the Faculty of Physical Education and sport with modern texts in their specialty and update their materials on an ongoing basis [18].

Full-fledged training of specialists in the field of physical education and sports is impossible without the scientific work of students, since it is scientific work that contributes to the formation of interest in creativity in the field of physical culture and sports, the development of thinking,

independence, and the deepening of acquired knowledge. For students-athletes the ability to work with specialized literature in a foreign language is of particular importance.

During the study, it turned out that the main forms of scientific work of students were writing abstracts on current issues of physical education, preparing reports and presenting them at meetings of the scientific club "Sport and sports traditions of Kazakhstan, Great Britain and the USA" and scientific conferences organized by teachers of the English Department. In addition, students were offered other forms of scientific work such as annotating and summarizing texts, creating stands and presentations of their projects [19].

The existing system of teaching foreign languages in non-linguistic departments of universities shows itself to be insufficiently effective. While students can still read and translate simple adapted texts, their oral communication skills are practically undeveloped. In line with the competency-based approach, determined by the new educational paradigm of higher professional education, an attempt was made to study the degree of readiness of potential intercultural communicants to communicate and to develop a methodology for teaching foreign language communication in international competitions. As a result, new results have been obtained that make it possible to reconsider the existing views on the traditional system of linguistic education in non-linguistic faculties [20].

It has been established that training potential communicants in verbal communication with representatives of other ethno-cultural communities should be carried out on the basis of a competency-based approach to training. Based on the specificity of sports speech, the training course should be built on special grammatical material, with a high degree of approximation in the phonological component of linguistic competence, taking into account the minimization of the semantic component and using specific sports vocabulary.

Conclusion. This article is devoted to one of the current problems in modern methods of teaching foreign languages in non-linguistic university departments.

The results of the introductory control showed that first-year students of the Faculty of Physical Education and Sports had a low level of English proficiency, lexical and grammatical skills were also at a low level. It was necessary to correct this situation by using various methods and technologies for teaching English at a non-linguistic university.

At the end of the English language course, students took an exam in the 3rd semester. The results showed that the students' speech became much richer lexically and more correct in grammar. The number of grammatical and lexical errors significantly decreased compared to the results of the introductory control.

The use of these methods and technologies in our study showed that:

1. Interest in the learning process has increased;
2. Classes began to proceed at a good pace;
3. Individual work with students has become easier and more active;
4. It became possible to evaluate student work more objectively.

The basic knowledge acquired by students at school and a basic foreign language course at a non-language department are not enough for students to master full-fledged skills to communicate in a foreign language, both in everyday life and in the professional sphere. Although there are quite a large number of methodological and practical techniques in the field of teaching foreign language speech communication to non-linguist specialists, the issues of full communication in the field of sports have not yet been fully developed.

In order to ensure the success of mastering a foreign language at the initial stage of study at the Faculty of Physical Education and sports, it is important to provide for the formation of communicative competence in students, taking into account the parameters necessary and sufficient for free communication in the conditions of international sports professional activities (international competitions, visits to consultations, participation in refereeing international sporting events, coaching, etc.).

It was revealed that the speech of athletes is a special form of communication, characterized by a number of specific features. In this regard, it seems appropriate to present lexical and grammatical material in the form of frame lattices. It has been proven that the communication of athletes is a special form of professional communication and differs from the speech of representatives of other specialties.

Finally, a new methodology has been developed that is adequate to the learning goal - the formation of foreign language communicative competence in the sports field, which has a number of features and characteristics that are distinctive from traditional teaching methods:

- the distinctive features of the communicative activities of athletes are formulated, which have a number of characteristic features, including: brevity, emotionality and factuality;

- exercises and tasks for teaching communication in English have been developed and systematized in accordance with the theory of frames, aimed at developing communicative competence within limited limits.

The results of the experiment convincingly indicate the high effectiveness of the developed methodology for teaching foreign language communication to future specialists in the field of sports. Thus, teachers of the English language department should look for and develop new materials on an ongoing basis to improve the quality of teaching English at the Faculty of Physical Education and Sports, taking into account professional orientation and further development of appropriate teaching technologies in order to prepare a truly professionally competent specialist.

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ТҮЙІН

Еліміздегі әлеуметтік-экономикалық жағдайдың тұрақталуы, Қазақстанның алыс және жақын шетелдермен халықаралық байланыстарының дамуы өзге мәдениет өкілдерімен кәсіби қарым-қатынас жасау дағдысын меңгерген маман даярлауды талап етеді. Шетел тілін меңгеру қазір кез-келген мамандық иесі үшін қажетті талаптардың бірі болып саналады. Халықаралық спорттық байланыстың қарқынды дамуы, халықаралық жарыстардағы бәсекелестіктің артуы болашақ спортшы студенттердің халықаралық жарыстарда, чемпионаттарда, Олимпиада ойындарында шетелдік әріптестерімен қарым-қатынас жасаудағы шет тілін коммуникативті тұрғыда меңгеру дағдыларын анықтайды. Ғылыми байланыстардың кеңеюі, мамандардың шетелдік әріптестердің тәжірибесін зерделеуі, халықаралық ғылыми симпозиумдар мен конференцияларға қатысу үшін шетелге сапарлары да шет тілін білуге деген сұранысты арттырады. Осыған орай, спорт мамандарының тілдік дайындық деңгейіне қойылатын талаптар артып келеді.

Бұл мақалада «Дене тәрбиесі және спорт» мамандығы студенттерінің шет тілін, атап айтқанда ағылшын тілін үйренуінің маңыздылығы мен қажеттілігі туралы айтылады. Мақалада грамматика мен ауызша тақырыптарды оқу кезінде спорттық лексиканы қолдану мысалдары да келтірілген.

Түйін сөздер: дене тәрбиесі, оқу үрдісі, шет тілдерін оқыту, дене тәрбиесі, оқыту жолдары мен әдістемесі, халықаралық жарыстар

АННОТАЦИЯ

Стабилизация социально-экономической ситуации в стране, развитие международных связей Казахстана со странами ближнего и дальнего зарубежья требуют от системы образования подготовки специалиста, владеющего навыками профессионального общения с представителями других культур. Знание иностранного языка в настоящее время не только престижно, но и необходимо специалисту любого профиля. Интенсивное развитие международных спортивных контактов, возрастающая конкуренция иностранных соперников на международных соревнованиях обуславливает овладение студентами спортивных факультетов коммуникативной иноязычной компетенцией для общения с зарубежными коллегами на международных соревнованиях, чемпионатах, Олимпийских играх. Расширение научных связей, поездки специалистов за границу для изучения опыта зарубежных коллег, для участия в международных научных симпозиумах и конференциях также повышают спрос на знание иностранного языка. В связи с этим повышаются требования к уровню языковой подготовки спортивных специалистов.

В данной статье затрагивается важность и необходимость изучения иностранного языка, в частности английского языка, студентами специальности «Физическая культура и спорт». Также в статье приведены примеры использования спортивной лексики при изучении грамматики и устных тем.